

**DIRECT SERVICE TOOLS
RESOURCE LIST
CURRICULA, GAMES, HANDBOOKS, MANUALS AND WORKBOOKS**

CURRICULA

- Boulder County Safehouse Outreach Center. (1994). *Choices and Change: Challenging Interpersonal Violence, A Curriculum for Children*. Boulder: Boulder County Safehouse, 835 North St., Boulder, CO 80304, Phone (303) 449-8623 or e-mail: bcsh@ix.netcom.com; Website: <http://www.bouldercountysafehouse.org/>
The elementary school syllabus introduces information about families and feelings, and emphasizes the right of all children to be safe. It is written in a scope and sequence mode of teaching, with age appropriate discussion and activities about feelings, family violence, and safety. The lesson plans are designed to progress from grade to grade on these themes, and to provide the groundwork for further education at the secondary school level.
- Crager, M. & Anderson, L. (1997). *Helping Children who Witness Domestic Violence: A Guide for Parents - Instructor's Manual*. Seattle, Washington: Family Services Domestic Violence Treatment Program & King County Women's Program.
- Crager, M. & Anderson, L. (1997). *Helping Children who Witness Domestic Violence: A Guide for Parents - Student Workbook*. Seattle, Washington: Family Services Domestic Violence Treatment Program & King County Women's Program, King County Women's Program, Department of Community and Human Services, 821 2nd Ave, Suite 500, Seattle, WA 98104-1598, Phone (206) 296-5241, (206) 296-5242 (TDD) or contact Meg Crager @ Phone (206) 296-7864 or e-mail: megcrager@home.com
Website: <http://www.mincava.umn.edu/vaw.asp#A101090300>
This curriculum comes in two parts and both are downloadable as Microsoft Word documents: Instructor Manual and Student Manual. Although this curriculum is posted on the MINCAVA website, it is copyrighted and requires the author's permission prior to use. This 12-session curriculum is designed to be used with either mothers who are survivors of Domestic Violence or fathers who are batterers (these mothers and fathers should never be together). The sessions focus on the impact of Domestic Violence on children and ways parents can help as well as on positive parenting skills.
- DeMauro, C. & Kilar, J. (1993). *Aloha Nui Na Kamali'i : A Psycho-Dynamic Group Counseling Curriculum for Teens Who Witness Domestic Violence and Na Wahine Ho 'Apo: For Teen Girls in Abusive Relationships*. Honolulu, HI: The Family Peace Center, 938-E Austin Lane, Honolulu, HI 96817, Phone (832) 0855 or e-mail: peace@pixi.com
Website: <http://www.pacthawaii.org/programs/Domestic.html>
The curriculum is divided into two sections, for two distinct groups, a co-ed group for youth who have witnessed violence only and one for teenage girls who are in violent relationships. The teen girls curriculum focuses on safety, naming the abuse, addressing feelings that have resulted from the abuse, and learning to value themselves to refuse to continue in an abusive relationship.

Domestic Abuse Council, Inc. (n.d.). *Hugs & Love*. Daytona Beach, FL: Domestic Abuse Council, Inc., 211 N. Ridgewood Ave., Suite 301, Daytona Beach, FL 32114, Phone (904) 257-2297.

The program is designed to stop the cycle of violence by intervening with children at an early age. It teaches children alternatives to violence behavior and provides them with coping skills necessary to survive in a violence home. In addition, the program covers the expression of feelings, finding safety, and family violence. The curriculum involves five separate presentations on five separate days.

McCue, M. (1994). *No Punching Judy: Domestic Violence Prevention Program. Conflict & Aggression Reduction Program for Grades 1-5*. Huntington: The Bureau For At-Risk Youth, 35 Dupont St., PO Box 760, Plainview, NY 11803-0760. Phone (800) 99-Youth or website <http://www.at-risk.com>.

The full program features the puppet show video (introduction for elementary school children to the issue of domestic violence), teacher training video (not to be presented to children), nine-week curriculum, coloring books and "no punching" pins. The curriculum provides lessons on gender stereotypes, expressing feelings, and nonviolent conflict resolution. The curriculum is based on the video, No Punching Judy, the story of a puppet family living with violence in the home. As the story begins, the children, Judy and Junior, exhibit the effects of living with violence. Viewers watch as they change from frightened, angry, and powerless children—into children empowered to stay safe, while they learn to communicate feelings and relate positively to each other.

Petersen, K. (1988). *My Family and Me: Violence-Free Domestic Violence Prevention Curriculum for Grades K-3*. St. Paul, MN: Minnesota Coalition for Battered Women 450 Syndicate St., Suite 122, St. Paul, MN 55104, Phone (612) 646-6177; Website: <http://www.nebw.org>

Peterson, K. (1988). *My Family and Me: Violence-Free Domestic Violence Prevention Curriculum for Grades 4-6*. St. Paul, MN: Minnesota Coalition for Battered Women. This domestic violence prevention curriculum is meant to be used by teachers and targets children in grades 4-6. Its main purpose is the primary prevention of domestic violence by challenging social messages that increase the perpetuation of domestic violence. Another goal is early intervention with children who are physically abused or who are witnesses of domestic violence in their homes. The program is designed to build children's problem solving skills by teaching them how to identify problem situations and encouraging them to use conflict resolution, stress management, consideration of consequences, and alternative responses that do not use violence. The curriculum is divided into two 50-minute sessions a week for the duration of six weeks. Each session consists of relaxation/visualization exercises and affirmation games and activities. The curriculum includes a book, *Taming Your Dragons*, a collection of relaxation activities for home and school. An audio cassette tape is available.

Schechter, S. (1995). *Domestic violence-child protection curriculum*. Columbus, OH: Ohio Dept. of Human Services 30 E. Broad St., 32nd Floor, Columbus, Ohio 43215-3414, Phone (614) 466-6282; Website: <http://www.state.oh.us/>
Understanding domestic violence: preparatory reading for trainers--Developing the framework: the relationship between domestic violence and child welfare--Understanding the dynamics of domestic violence -- Assessing risk to children: the child protective service system--understanding CPS tasks: identifying domestic violence, assessing risk, safety planning, referral, case management, Using Ohio legal and community resources in domestic violence-child protection cases.

Schechter, S. & Carter, J. (1995). *Domestic Violence: A National Curriculum for Family Preservation Practitioners*. San Francisco, CA: Family Violence Prevention Fund, 383 Rhode Island St., Suite #304, San Francisco, CA 94103-5133. Phone (415) 252-8900 or e-mail: fund@fvpf.org; Website: <http://www.endabuse.org>
The curriculum is intended to guide the development of a comprehensive educational program on domestic violence for family preservation practitioners. The program's goal is to teach family preservation practitioners skills in identification, assessment, and intervention that will improve their response to domestic violence. The curriculum can be used to train new workers or to conduct on-going training programs for more experienced practitioners. The curriculum includes: a suggested program agenda, content outlines for the instructors, exercises designed to enable participants to practice skills in domestic violence identification, assessment, and intervention; preparatory reading for participants to review prior to their attendance at the program; handouts for participants and bibliography on domestic violence.

Sojourner Center. (n.d.). *Sojourner Center Prevention Program*. Phoenix, AZ: Sojourner Center, Phone (602) 244-0997; Website: <http://www.sojournercenter.org>
The program is designed to develop resiliency in children in order to minimize community and familial influences that place them at risk of developing violence behavior toward the community and family members. The program is based on the resiliency theory which states that children living in at-risk environments may overcome barriers to success through developing assets, or positive factors, in their families, schools and communities. The program focuses on building strength in these areas and empowering children's natural support system to work for them. The specific goals of the program are to increase self-esteem among program participants, increase positive decision making skills, increase communication skills, increase the assumption of personal responsibility, increase healthy relationships among program participants and family members, decrease the incident of violence in schools, and increase student academic performance among program participants.

Sudermann, M. & Schieck, E. (1996). *A School-Based Anti-Violence Program: A.S.A.P.* London, ON: London Family Court Clinic, 254 Pall Mall St., Suite 200, London, ON N6A5P6, Canada, Phone (519) 679-7250; Website: <http://www.lfcc.on.ca/index.htm>

This program is designed for teachers and administrators who are beginning school-based violence programs. It consists of a video, manual, and 65 Friendly Lessons on Violence Prevention. The video gives information on violence in relationships, gives examples of successful prevention programs, and shows how to overcome resistant attitudes of school personnel. The length of the video is 23:40 minutes. The manual provides the facilitator with information on: school involvement in ending violence; running awareness sessions on violence in relationships; developing a safe school climate and a zero toleration for violence policy; elementary and secondary school strategies for violence prevention; handling student disclosures about violence at home; diversity issues; evaluation; and additional resources. It also includes teacher resources on the media, dating violence, sexual harassment, and bullying. The video and the manual are to be used together. 65 Friendly Lessons on Violence Prevention is for teachers to use with children in grades 7-10. These worksheets cover initiatives in violence prevention, indicators of change, issues of violence in relationships, violence prevention ideas (for stereotyping, violence in relationships, society, and social skills), school-wide ideas, and a self-help pamphlet.

Turn Off the Violence Education Committee. (1991). *Turn off the Violence – An Education Idea Guide.* Minneapolis, MN: Turn Off the Violence, P.O. Box 27321, Minneapolis, MN 55427; e-mail: info@turnofftheviolence.org; Website: <http://www.turnofftheviolence.org>.

Although most of the lesson plans in this guide are labeled for use with particular grade levels, the concepts behind each of these lesson plans are valid for other age groups. Educators are encouraged to review all of the lessons to choose and adapt those that best work for you, your students, and your available resources. The key concepts important for students to learn are: (1) Recognition of “violence,” (Any time someone hurts someone else intentionally, with words or actions); (2) Recognition of their personal gains in a world with less violence – what’s in it for them; (3) Recognition that they have the POWER to make change in their lives and the world around them; and (4) Proficiency in anger management and conflict resolution techniques.

The guide is divided into the following sections: Lessons for Pre-schoolers: a) Coping with anger, b) If You're Angry and You Know It (song), c) Friendly Deeds Tree, and d) Imagination Tree; Lessons for Kindergarten through Third Grade: a) "Warm Fuzzies" - the pleasure of kindness, b) Win/Win Classroom - peaceful conflict resolution; Lessons for Grades Four through Five: a) What Does Peace Feel Like?, b) Peace Pledge, c) Peer Pressure and Safety; Lessons for Grades Four through Eight: a) Bullying Prevention; Lessons for Grades Six through Eight: a) Imagine a World Without Violence, b) Media Decisions (a follow-up assignment), c) Civil Disobedience; Lessons for Grades Nine through Twelve: a) Effective Communications, b) Understanding Passive, Aggressive, & Assertive Styles; Integrating Turn Off the Violence Concepts into Core Classes.

Weltmann Begun, R. & Huml, F. (n.d.). *Ready-to-Use Violence Prevention Skills Lessons & Activities*: Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone: (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://www.sourceresource.com>

Two self contained volumes, for the elementary and secondary level, featuring ready-to-use curriculum of 50 lessons and 92 reproducible activity sheets to help students build character, recognize threatening situations, and handle conflicts safely. Lessons are based on real situations in students' own lives, with topics such as stimulant use, dealing with anger, family relationships, choosing friends wisely, and gang-related activities. Includes detailed lesson plans and an extensive bibliography of useful resources.

GAMES

Barden, L. *The Peace Path*. Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone: (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://www.sourceresource.com>

A board game designed for children from violent, abusive or dysfunctional families. This unique game not only reaches alternatives to violence behavior but also addresses the more immediate issues of what the child should do at the moment violence is occurring. Simple, focused, and appropriate for a wide age range, this game is an excellent resource for professionals who work with children from violence or abusive families.

HANDBOOKS

Boulder County Safehouse for Women. (1988). *We Can't Play at My House: Book I—Guidebook for Parents*. Boulder, CO: Boulder County Safehouse for Women, 835 North St., Boulder, CO 80304, Phone (303) 449-8623 or e-mail: bcsh@ix.netcom.com; Website: <http://www.bouldercountysafehouse.org>

This Handbook is written for parents who have been involved in a relationship in which fights at times become violent with verbal or physical assaults. The booklet lets the parent know how children respond to being around fights and what the parent can do to help the children through past and present fears and reactions.

Boulder County Safehouse for Women. (1990). *We Can't Play at My House: Children & Domestic Violence: Book II—Handbook for Teachers*. Boulder, CO: Boulder County Safehouse for Women.

This handbook provides educators with information and resources to help them deal with domestic violence and its effects on students. It discusses psychosocial, legal and safety issues for victims in the classroom. The handbook also provides educators with an understanding of the characteristics of child family violence witnesses and explains how to effectively and safely intervene in domestic violence.

MANUALS

End Violence Manual. Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305.

Phone (888) 413-3339 or e-mail sresource@interlog.com;

Website: <http://sourceresource.com>

A resource manual for leaders providing groups for children and their parents who have been traumatized by family violence. This manual provides step by step instructions for running child and adult groups. It includes background information on family violence and the impact it has on children at different stages of development. The 12-session group program is described in detail covering such themes as Problem Solving and Conflict Resolution, Split Loyalties, Wishes for the Family, Self-esteem and Safety Plans. There are companion resource sheets on each topic to be used in the parent group to assist them in supporting their children.

Merrymount Children's Center. (1998). *No Violence = Good Health: A Group Program Manual to be used with Preschool-aged Children Who Have Witnessed Family Violence*. Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://sourceresource.com>

The group programs "The Best Me is Violence Free" and "The Best Me I Can Be," which comprise the main sections of the manual are progressive and each session is structured to build on previously learned skills. Each session provides children with opportunities to learn and build on individual strengths and self-esteem.

Montgomery, M. (1991). *Children's Domestic Abuse Program: Group Manual*. Charlotte, NC: KIDSRIGHTS, 10100 Park Cedar Dr., Charlotte NC 28210. Phone (800) 892-5437 or e-mail: jistlife@jist.com; Website: <http://www.kidsrights.com/>

Manual detailing session plans and including coloring book materials for working with children from violent homes. Focus is on (1) feelings children experience: powerless, confused, angry, guilty, sad, afraid and alone; (2) self-esteem; (3) safety; (4) abuse education & other crucial domestic violence issues. Gives 15-18 sessions for three different age groups: 3-5yrs; 6-8yrs; and 9-12 yrs.

National Judicial Institute. (1991). *National Judicial Institute -- Family Violence and Child Abuse*. Ottawa, ON: National Judicial Institute, 161 Laurier Ave. W, Suite 300, Ottawa, Ontario K1P5J2, Canada. Phone (613) 237-1118; Website: <http://www.nji.ca/>

A National Judicial Institute training manual comprising nine "tabs" of excerpts from workshops, books, journals, and law reports which examine issues of family violence and child abuse, where the child is either witness or victim. Sections include: Spousal Assault Video Workbook; Wife Assault: Understanding the Women, the Man, and the Children; Children of Battered Women; the Child as Witness.

Peled, E. & Davis, D. (1995). *Groupwork with Children of Battered Women: A Practitioner's Manual*. Thousand Oaks, CA: Sage Publications, 2455 Teller Rd., Thousand Oaks, CA 91320. Phone (800) 818-7243 or e-mail: webmaster@sagepub.com; Website:

<http://www.sagepub.com/>

Manual providing clinical insights and therapeutic strategies to consider when working with children from violent homes. Includes intake procedures and interview forms, assessment information, and group sessions for children and for parenting classes.

Provides guidelines for relevant concerns such as parental dynamics (discussing group influences with parents) and safety planning with children.

Topley, M. (n.d.). *How to Develop a Group Activity Program for Children in Transition Homes and Shelters: A Self-Study Manual*. Winnipeg, MB: YM-YWCA of Winnipeg Osborne House Branch, Phone (204) 942-7373.

Maxine Topley has produced a manual that may prove invaluable for training new childcare staff for transition homes. Encouraging readers to draw upon their own experience and observations in working with children, Topley is committed to the idea that working with children from violent homes is the key to breaking the intergenerational cycle of violence. The first part of the manual looks at how children's personalities are shaped by family violence and gives the reader a clear idea of how devastating and long lasting these experiences are. She describes the two basic coping styles used by these children and stress the importance of determining the predominant style each child displays. The second, and main part of this manual, is the presentation of group activities developed to address the 'deficits' manifested in children who have witnessed violence. The various activities are designed to facilitate skill development in such areas as expression of feelings, social skills, problem solving and coping skills. The activities are well designed and use play as the medium. Topley instructs the reader on how to plan an activity from the needs assessment to the final evaluation. One drawback is that, for the most part, the activities described are for children aged 6 to 11 years. Chapters include: Impact of Domestic Violence on Children; Use of Play in Group Activities; Designing a Group Activity; Planning, Implementing and Evaluating a Group Activity; Facilitating a Group Activity; Engaging Mother in the Process; Support Groups; Review and Study Guide.

The Wilder Community Assistance Program (CAP). (1996). *Children's Domestic Abuse Program*. St. Paul, MN: Amherst H. Wilder Foundation, 919 Lafond Ave., Saint Paul, MN 55104-2198. Phone (612) 221-0048 or e-mail: webmaster@wilder.org; Website: <http://www.wilder.org/contact/index.html>

This manual outlines a group program for children growing up in homes with violence. The goal of the program is to help children understand their situations and the emotional damage that comes from family violence. It is meant to be a positive counseling experience and also boost the child's self-esteem. The program teaches the children about the cycle of violence and how to handle it with non-threatening problem solving approaches and personal safety plans. The program also deals with the feelings of powerlessness, confusion, anger, guilt, sadness, fear, and loneliness that these children experience. The manual is divided into three self-contained sections that are designed for different age groups: ages 3-5, ages 6-8, and ages 9-12. Included in the manual are a list of materials, a snack list, basic lesson plans, handouts, and sample letters to parents.

Wilson, S.K., Cameron, S., Jaffe, P. & Wolfe, D. (1986). *Manual for a Group Program for Children Exposed to Wife Abuse*. London, ON: London Family Court Clinic Inc., 254 Pall Mall St., Suite 200, London, ON N6A 5P6, Canada. Phone (519) 679-7250; e-mail: info@lfcc.on.ca; Website: <http://www.lfcc.on.ca>

Designed for professionals working with children aged 8 to 13 who have witnessed physical violence between their parents, to address some of the concerns that this special population of children may have to cope with. Contains sessions, each with its own objectives; suggestions for activities that may be helpful to obtain these objectives; homework activities to encourage the children to think about some of the issues discussed in their groups. The group program is not intended to be the only intervention for these children. This manual is, according to the authors, a starting point in developing programs that focus on the special needs of children who witness wife assault.

WORKBOOKS

Deaton, W. & Kendall Johnson, Ph.D. (1991). *Growth and Recovery Workbooks*. Claremont: Hunter House, Inc., P.O. Box 2914, Alameda, CA 94501. Phone (800) 266-5592; Website: <http://www.hunterhouse.com/showbook.asp?bid=112>

These workbooks are tools for working with children who have been traumatized by a particularly events. They are designed to help clients recall painful memories and associations, which could result in posttraumatic reactions, and to facilitate the working through and integration of traumatic experiences and their after effects. They are designed for use in the clinical setting by therapists, counselors, and school psychologists. While written primarily for school-aged and adolescent children, the tasks are adaptable for use with younger children and young adults. Titles include:

- *I Saw It Happen*
- *Living With My Family*
- *A Separation in My Family*
- *Drinking and Drugs in My Family*
 - *My thoughts and feelings (For Girls)*
 - *My thoughts and feelings (For Boys)*
 - *My own thoughts and feelings on stopping the hurt*

Patterson, S. (1987). *I Wish the Hitting Would Stop: A Workbook for Children Living in Violent Homes*. Fargo: Rape & Abuse Crisis Center, Box 2984, Fargo, ND 58108, Phone (701) 293-7273; e-mail: crisis@raccfm.com; Website: <http://www.redflaggreenflag.com/or> Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone (888) 413-3339 or e-mail: sresource@interlog.com; Website: <http://sourceresource.com>

This is a workbook designed for use by professionals, paraprofessionals, child advocates, and others working with elementary school-aged children (ages 6-14) who live or have lived in a home in which their mothers have been physically abused. This workbook was developed to help children in violent homes cope with the stress of living in constant fear and never knowing when the violence will occur again. It also addresses issues of safety and self-help for children. Also available in Spanish: *Deseo Que Los Golpes paren: Un Libro de Ejercicios para Ninos que Viven en Hogares Violentos*.

Patterson, S. (1990). *I Wish the Hitting Would Stop: A Workbook for Children Living in Violent Homes-Facilitator's Guide*. Fargo: Rape & Abuse Crisis Center. Box 2984, Fargo, ND 58108. Phone (701) 293-7273; e-mail: crisis@raccfm.com; Website: <http://www.redflaggreenflag.com/> or Source Re Source, 5 Colomba Dr., PMB 545, Niagara Falls, NY 14305. Phone (888) 413-3339 or e-mail sresource@interlog.com; Website: <http://sourceresource.com>

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Pennsylvania Coalition Against Domestic Violence. *Scenes from a Shelter: Talking About Domestic Violence Workbook and Discussion Guide*. Harrisburg, PA: PCADV. Phone (800) 537-2238; Website: <http://www.pcadv.org>

This guide is designed for adults such as children's advocates, teachers, counselors, and others who work with children ages 3-8 from violent homes. It is a guide to use with the video *I Do, and I Don't*. The video is divided into two segments (Segment 1- 16:20; Segment 2 -12:58) and uses puppets to discuss domestic violence and life in a shelter from a child's perspective. The guide provides a description of the problem of domestic violence, statistics, guidelines for the video, discussion topics and questions, activities, follow-up, and a safety plan.

Tri-State Coalition. (1987). *It's Not Always Happy at My House*. Oakville, ON: Magic Lantern Communications Ltd., Phone (905) 827-1155 or (800) 263-1717.

Made especially for children, this program was designed to aid in breaking down the sense of isolation and secrecy that prevails in the battered family. In a realistic dramatization, the central family is shown taking the necessary, though not easy, steps to ensure their safety and to learn about the violence in their own lives. This program will also be an important consciousness-raising tool for individuals working with children and those responsible for developing or administering policy and legislation concerning domestic violence.